
UNIT 1 COMMUNICATION: AN OVERVIEW

Structure

- 1.1 Introduction
- 1.2 Meaning and Phases of Communication
- 1.3 Scope and Functions of Communication
- 1.4 Communication Process
- 1.5 Elements of Communication Process
- 1.6 Participatory Communication in Development
- 1.7 Let Us Sum Up
- 1.8 Keywords
- 1.9 References / Selected Readings
- 1.10 Check Your Progress – Possible Answers

1.1 INTRODUCTION

Dear Learner,

As a development worker, you meet, talk, write and interact with people all the time. Is it not? But the questions are:

- How well do you communicate?
- If you communicate well, ask yourself, what are the benefits?

Good communicators are not always born - you can learn to be a good communicator, because many of the development problems occur due to poor communication. Communication plays a key role in acquiring knowledge on different aspects of development and encourages participating in development process. Therefore, as a development worker, you have a serious and moving responsibility; serious in the sense that the welfare of people by conceiving and executing effective development programmes; moving in the sense that you are part of great development movement to help people to improve their overall economic status. So in this unit, the meaning, phases, scope, functions and elements of communication process are discussed with suitable examples.

After studying this unit you should be able to:

- Explain the nature, importance and functions of communication in development work.
- Describe the communication process, elements of communication, mass communication, feedback and barriers.

1.2 MEANING AND PHASES OF COMMUNICATION

In Latin the word communicate means to share. This forms a base for words such as commune, communion, community, communism, each of which offers the concept of sharing and participation. The word communication was defined by various authors. The most comprehensive and simple definition was given by

Gibson and Hodgets (1986) who stated communication as the transfer of meaning between sender and receiver (Gibson & Hodgetts, 1986).

Communication is the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning, intent and use of messages. Thus, each episode of communication has at least three phases:

- Expression
- Interpretation
- Response

If the expression by extension worker is clear, the interpretation by people will be accurate and the response will be proper. In short, it is easy to control what extensionist expresses, say or mean, but difficult to control how people interpret and respond. Therefore, in extension work nothing is more important than the transfer of accurate information to people through communication.

The success of any communication effort (visual, written or spoken) depends upon the skill of the communicator to stimulate the audience thinking and to persuade them to action.

Development Communication

As applied to development, communication is the act of getting an development worker (sender) and people (receiver) tuned together for a particular message or a series of messages related to development work. The process of development communication involves:

- i) the sender who wish to send a development message
- ii) encoding, putting the message into some form
- iii) transmission of the message
- iv) decoding interpretation of the message by the receiver
- v) understanding of the message, and
- vi) the receiver who receives the message and provide feedback, if necessary.

All these operate in an environment which may include ‘noise’ which means anything that interferes with the content of the message being transmitted or received.

In recent past, the purposeful application of communication support has assumed an increasingly important role in many facets of development – popularly referred to as development support communication or development communication. Development support communication is broadly defined as “the application of existing communication technologies and media to the problems of development”. Therefore, the prevailing challenge for development to extension worker like you is to have ideas useful to people, to make their meaning clear, to get them accepted, and to motivate them to adopt and practice developmental interventions.

Development Support Communication Vs. Extension

In the context of extension, development support communication is the systematic utilization of appropriate communication channels and techniques to increase people’s participation in development and to inform, motivate, and train them mainly at the grassroots level.

Activity 1 : Ask some of your colleagues what they mean by communication ? Compare their views with the one given in this unit and identify the common features.

.....

.....

.....

.....

Check Your Progress 1

Note: a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write the three phases in communication.

.....

.....

.....

.....

2) Write the meaning of development communication.

.....

.....

.....

.....

.....

1.3 SCOPE AND FUNCTIONS OF COMMUNICATION

1.3.1 Scope

You are well aware that for thousands of years, human beings have been using different ways of communication to connect and convey the ideas, and to develop relationships. You are also aware that communication is a double-edged sword - it can either build or destroy any situation. The clear concise and effective communication promotes openness and enables to move forward and enhances relationship. Conversely, poor, unclear or vague communication leads to dysfunction, low morale and costly blunders. Therefore, communication ability of extension and development professional is the first footstep of the ladder for the success of any development programme. Those who lack communication skills find difficulty in transfer of innovative developmental interventions for bringing socio-economic change through development among the target audience.

Communication without getting feedback from the end-users is often a waste of time. It implies a mutual reciprocation of sending and receiving message. Therefore, effective communication is an essential component of extension programme success whether it is interpersonal, inter-group, intra-group, inter-organizational, or intra-organizational.

Routine Communication Ways

Extension worker communicates on many levels, for many reasons, with many people and in many ways. A typical extension worker like you, on an average day/ normal day, may communicate in the following ways:

- You reach your workplace and see letters delivered - **a written communication.**
- You receive people in office who convey progress of some development work / problem - **a spoken communication.**
- You enter your superior's room, greet first and submit some data or report - **both spoken and written communication.**
- Along with your colleagues and people, you participate in a meeting called by higher official to review the progress of development work – **a group communication.**

Excellence in communication in modern era requires much more than simply being able to write correctly and speak clearly. Understanding of body language, voice, tone, facial expression, perception, mood and many other factors affect communication, and equally we need to understand how they influence the message received by others in a communication situation. Effective communication skills are essential for success. Words written, spoken, mailed and telexed are the modern day communication media of choice, thus communicating well is increasingly becoming a challenge. Words sometimes are subject to massive interpretations, errors and therefore are highly effective as a communication tool. Extension professionals typically spend over 75% of their time in an interpersonal situation; thus it is no surprise to find that at the root of a large number of problems is the poor communication skills. Once learned, these communication skills become an integral part of your day to day communication at work place and field situations.

Verbal and Non-Verbal Communication

Verbal Communication: On an average, a person spends about 75 per cent of active time on communicating verbally- listening, speaking, reading and writing. In other words, as an extension worker, you spend about 10 or 11 hrs a day on verbal communication.

Non-verbal Communication: It includes the gestures, facial expressions, and movements etc., which make our communication more effective. It is also referred to as body language.

1.3.2 Functions

Overall the main function / purpose of communication is to change or guide other people's behaviour. The basic functions of communication may be categorized as under.

- i) **Control** – communication acts to control member behavior in several ways. Organizations have authority hierarchies and formal guidelines that employees are required to follow.
- ii) **Motivation** – communication fosters motivation by clarifying to employees what is to be done, how well they are doing, and what can be done to improve performance.
- iii) **Emotional expression** – communication provides a release for the emotional expression of feelings and for fulfillment of social needs.
- iv) **Information** – it provides the information that individuals and groups need to make decisions by transmitting the data to identify and evaluate alternative choices.

Check Your Progress 2

Note: a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Do you agree that communication plays an important role in development programmes? Support your answer.

.....

.....

.....

.....

.....

.....

2) Give examples for the following

- a) Written Communication :
- b) Spoken communication :
- d) Group communication :

3) Differentiate between communication and development communication.

.....

.....

.....

.....

.....

.....

1.4 COMMUNICATION PROCESS

Dear learners, communication process involve interdependent and interrelated elements together to achieve a desired outcome of development. Development

workers as communicators and researchers work ultimately for the betterment of people / society. You have to interpret the developmental invention / intervention and play mediator role between people and researcher. The researcher advances the knowledge; the development worker advances the progress. Effective communication process links the knowledge and translates it into the language of people in a way acceptable to them. Therefore you have to combine the knowledge of development work with the knowledge of the needs, aspirations and limitations of people / beneficiaries of development.

1.4.1 Key Problems and Critical Factors in Communication Process

As mentioned earlier, communication is a process. Process is an act of proceeding – a series of actions or operations definitely leading to a desired end. In a continuing relationship with people, successive cycles of communication have a cumulative meaning and effect. Your relationship with every person under your jurisdiction is always in a state of change – better or worse. Unfortunately, all change is not necessarily progress. Progress results only when the change is in desirable direction. You are aware that, there are some powerful forces that tend to slow down changes in people’s behavior in desirable direction. To overcome these forces, a powerful communication effort by extension workers must be constantly exerted.

From the above discussion, emerge some key problems and critical factors of communication in programmes for development. Fortunately for the development workers, there are things known about communication that when understood will help them communicate more effectively. Some of these are described briefly under the following sub-sections:

- i) **Communication is Limited by One’s Concept of the Communication Process:** A common mistake committed in communication is identification of the part with the whole, or the parts in a misleading notion. Successful communication for development is not a single unit act. It requires of unit acts planned assuring effective sequence and integration.
- ii) **Communication is a Two - Way Process:** Communication is a two way process always involving interaction between those who are aspiring to communicate (extension worker) and the receiver (people).

Two- Way Communication Process

It is not enough just to tell or demonstrate to a livestock farmer or group of farmers how deworming / artificial insemination should be done or why they are important. You must make them understand clearly:

- What is to be learned about deworming / artificial insemination?
- What they should do in order to get maximum benefits of livestock farming?

Questions and comments by the farmers (feedback) and observations by you on their response are good ways to know how well you have communicated. Direct questioning by you, establishing a friendly environment, and a permissive climate whenever you are communicating are the other methods among many for making communication a two-way process.

- iii) **One Must Have Ideas Before Communicating with Others:** You must communicate to people about things that exist, that are real, and people see them. You must remember that, what people think is true is true to them. And they will act accordingly until what they think true is disapproved and real truth is accepted by them.
- iv) **Use of Symbols:** Practically all communication especially that involving complex and abstract ideas, is done by the use of symbols, which are substitutes for real objects. *Example* : The qualities of a good buffalo could be best communicated by having presented the real object - a high quality Murrah buffalo. But to make clear the concept of overall development of a village, would require more visual symbols in one or other form (pictures, models etc).
- v) **Cultural Values and the Social Organizations:** Cultural values and the social organizations are also important determinants of extension communication. Hence, knowledge of ideas and action which the value system will accept, and which it will be likely to reject, along with channels of communication by the particular social organization are essential to effective communication.
- vi) **Environment Influence:** The environment created by communicators influences their effectiveness. The physical facilities, air of friendliness, respect for peoples' views, recognition of their accomplishments, and rapport in general are all important ingredients of environment conducive to effective communication.
- vii) **Specific Forms or Patterns:** To make sense, the communication efforts must be organized according to some specific form or pattern. It may be formal communication like a lecture on MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) or informal communication with a villager while walking like conversation about the health and welfare of village people. Other common forms are telling a success story of a development intervention from an adjoining village, a debate about merits and demerits of a scheme, a poster about pulse polio vaccination camp etc.
- viii) **Cooperation, Participation and Involvement:** You are aware that communication is a two way process which takes place between two or more people. It s not just speaking or writing to people, but they must cooperate, participate and involve in listening and respond accordingly.
- ix) **Evaluation:** Extension functionaries need to know if their expressions were effective, if they were interpreted clearly and what kinds and amounts of response resulted. This is possible by taking frequent feedbacks on their communication to evaluate and improve further.

Communication Evaluation

After explaining the importance of getting polio vaccination to kids / benefits of ICDS centre as part of health and family welfare extension, you can obtain the information on its practice by villagers either informally or formally. Informal checks may be made through direct questions and conversation. Formal evaluation may be made by household visits.

Check Your Progress 3

Note: a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Identify and write important factors governing communication in extension work.

.....
.....
.....
.....
.....

- 2) Do you agree that communication is a two way process? Support your answer.

.....
.....
.....
.....
.....

1.5 ELEMENTS OF COMMUNICATION PROCESS

Successful communication requires a skilful **communicator** sending a useful **message** through proper **channel**, effectively **treated** to an appropriate **audience** that **responds** as desired.

Elements of Communication Process	
1)	Communicator / Sender
2)	Message / Content
3)	Channel
4)	Treatment of message
5)	Audience / Receiver
6)	Response of the audience (Feedback)

1.5.1 The Communicator

As a development worker, you are the communicator /source of message and initiate the process of communication for development. You give expression to message or series of messages intended to reach people in a manner that results in correct interpretation and desirable response.

Examples for communicators: ICDS functionary, livestock assistant or Veterinary surgeon , agricultural extension worker etc.

A key factor influencing the effectiveness of communication is credibility of communicator. People pose several questions in perceiving your credibility as communicator viz.,

- Who are you?
- What are your motives?
- What do you know about development and Government programmes / schemes related knowledge?
- What are your attitudes and skills?
- How do you look like?
- How do you act, speak and write?
- Is your purpose to really help or exhibit your knowledge?

Therefore:

Development worker should know

- The objectives specifically defined
- The people, their needs, interests, abilities, predispositions
- The message- its content, validity, usefulness and importance
- The channels that will reach the people and their usefulness

Development worker is interested in

- The audience and their welfare
- The results of communication and their evaluation
- The communication channels, their use and limitations
- How to improve further his communication

Development worker prepares

- A plan for communication
- Communication materials and equipment
- A plan for evaluation of results

Development worker has skill in

- Selecting messages
- Treating messages
- Expressing messages - verbal and written
- Selection and use of channels
- Understanding audience
- Collecting evidence of results

1.5.2 Message / Content

Messages are the content aspects of educational change that is assumed to be desirable in development. Effective communication is assumed to be a matter of promoting learning. Learning cannot go on in a vacuum. It requires messages / subject-matter. Something must be learned when learning takes place. Extension communication therefore must have a message to convey to the beneficiaries. A message is the information, you wish your audience to receive, understand, accept and act upon. Messages for example consist of statements of scientific facts about developmental programme.

Example for messages:

- Benefits of community health centre
- Benefits of scientific livestock farming
- Benefits of public transport
- Reasons why pulse polio vaccination is good for kids etc.

Activity 2: Visit your nearest development department and identify some developmental messages. Write two of them here.

.....

.....

.....

1.5.3 Channels of Communication

You, as a development worker and the people as beneficiaries of development programmes must be connected or tuned with each other for a message or series of messages. For this purpose, channels of communication are necessary. Channels are the physical bridges between you and your beneficiaries. A channel may be anything used by senders of message to connect them with intended receivers.

Many obstructions can enter in channels. They are often called as noise- i.e. some obstruction that prevents the message from being heard by or carried over clearly to the audience. Noises emerge from a wide range of sources and causes viz:

- Failure on the part of a communicator to handle channels skillfully.
- Failure to select channels appropriate to the objectives of development.
- Failure to use channels in accordance with audience abilities.
- Failure to avoid physical distraction.
- Failure of audience to listen or read carefully.
- Failure to use enough channels in parallel.
- Use of too many channels in a series.

To become a successful communicator you should prevent the blockage / noise affecting channels of communication that emerge from one or more of the above conditions.

Barriers / Noises in Communication Channel

- **Written material** – Many people especially in rural areas cannot read
- **Meetings** -All people may not attend the meeting
- **Radio / Television / Internet** - All people may not have access to them

Please refer Unit 2 under this block for a detailed discussion on communication channels.

1.5.4 Treatment of the Message

The treatment aspect of the message deals with how to send the message through channels with maximum probability of reaching their intended destination

effectively. Treatment has to do with the way a message is handled to get the information across to an audience. It relates to the technique or details of procedure or manner of performance essential to have expertise in presenting message. Treatment deals with design of methods for presenting messages. The purpose of the treatment is to make the message clear, understandable and realistic to the audience. The following are the three categories of bases useful for varying treatment:

- **Matters of general dealing:** *Example* - Repetition or frequency of mention of ideas and concepts; contrast of ideas; chronological- compared to logical, compared to psychological.
- **Matters of speaking and acting:** *Example* - Limit the scope of message to few basic ideas and to the time available.
- **Matters of symbol variation and devices for representing ideas :** *Example* - Real objects; models; specimens; photographs; charts etc.

1.5.5 The Audience

Audiences (people) are the intended beneficiaries of the developmental messages and assumed to be in a position to gain economically, socially or in other ways by responding to the message in particular ways. The more homogeneous an audience, the greater the chances of successful communication. In the attempts to identify audience, it is useful to find out the:

- i) Potential audience
- ii) Available audience and
- iii) Active audience – physical and psychological.

At the primary level there are only two audiences viz:

- i) Intended audience
- ii) Unintended audience

In the intended audience, there are usually four groups viz.,

- i) Listeners or attenders who act on the message
- ii) Listeners or attenders who don't act
- iii) Listeners and attenders and
- iv) Non-listeners and non-attenders

1.5.6 Response of the Audience / Feedback

Goal of feedback is to get confirmation of your message. This is the terminating element in the communication process. Response by audience to messages received is in the form of action to some degree, mentally or physically. Action, therefore, should be dealt with as an end, not as means. Consequently, the five elements we have just analyzed are intended to be viewed as an organized scheme (means) for attaining the desired action (end) on the part of intended audience in the process of development. Action taken by the intended audience that can be attributed to a given communication act by you may properly assume to be a result of the degree to which these elements have been effective.

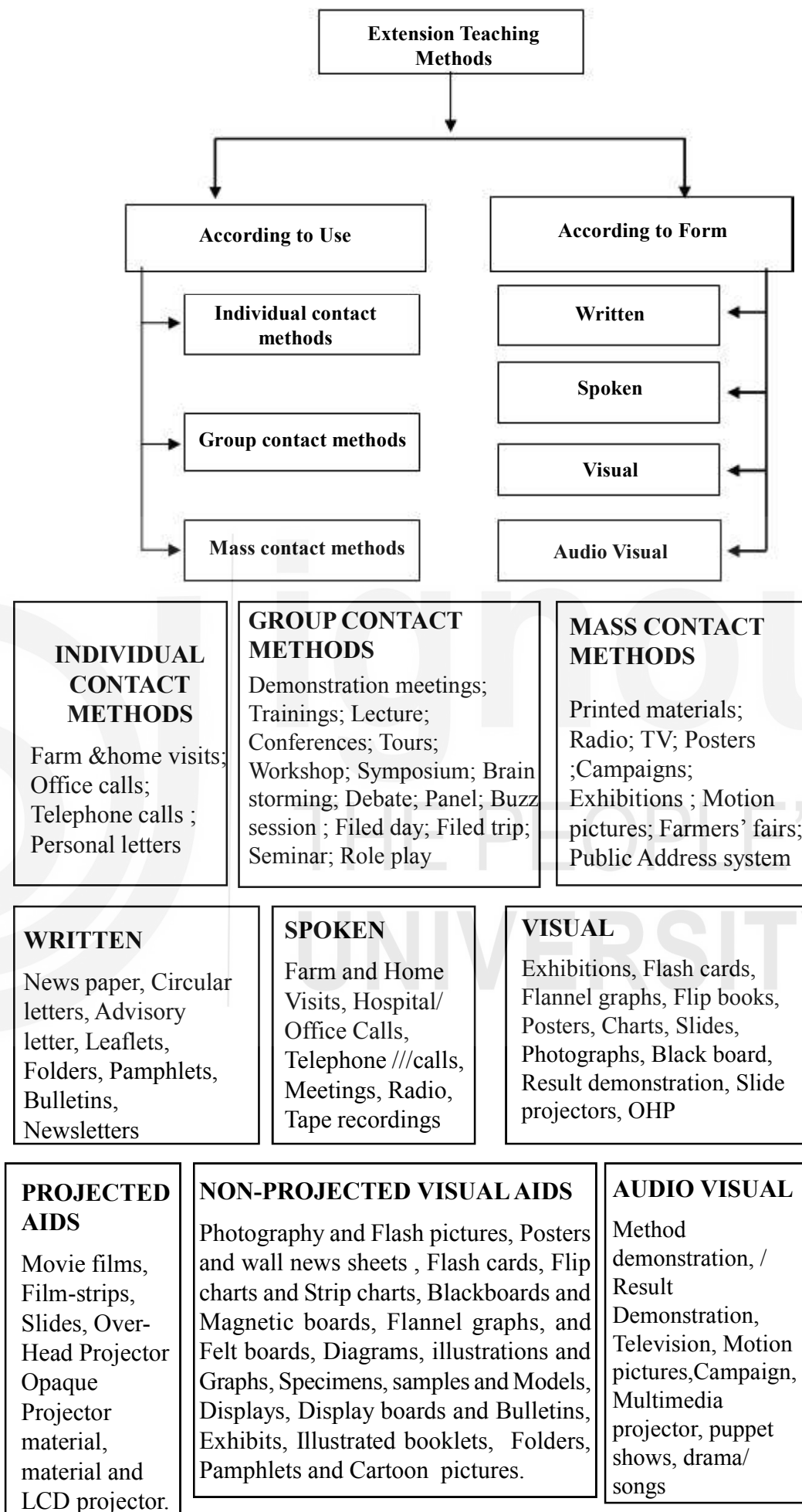


Fig. 1.1 Classification of Extension Teaching Methods and Aids

After receiving a message, it may be generally expected that audience response will be widely varied. The following gives an idea of possible variety in response that may result:

- Understanding vs. Knowledge
- Acceptance vs. Rejection
- Remembering vs. Forgetting
- Mental vs. Physical action
- Right vs. Wrong

From these propositions, it may be recognized that response or action resulting from a communication is a complicated phenomenon and has to be considered with care and delicacy. The ultimate question that may be asked about the elements of communication, therefore, is: *Who communicates what, to whom, for what purpose by which media, with what results.*

The classification of extension teaching methods and aids commonly used in development communication are given in Fig. 1.1

Check Your Progress 4

Note: a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write the importance of the following elements of communication in extension work.

i) Communicator

.....

.....

.....

.....

.....

ii) Message / content

.....

.....

.....

.....

.....

iii) Channels of communication

.....

.....

.....

.....

iv) Treatment of message

.....
.....
.....
.....
.....

v) Feedback

.....
.....
.....
.....

2) Identify the elements of communication involved in delivering a lecture on NREGA.

.....
.....
.....
.....
.....

3) Communication process is incomplete without audience response. Justify this statement.

.....
.....
.....
.....
.....

4) Based on your understanding, identify the barriers that come in the way of communication.

- i) Physical barriers :
- ii) Mechanical barriers :
- iii) Psychological barriers :
- iv) Cultural or linguistic barriers:

1.6 PARTICIPATORY COMMUNICATION IN DEVELOPMENT

Communication when defined in day to day context is an activity or a process of giving information to other people by using signals like speech and /or body

movements. It is an important component in extension where the extension workers interact with people. More important, it has a central place in participatory extension process where peoples' preferences and priorities are the driving force. In a simple model of communication, there is a communicator, (extension worker) receiver (people) and a message (information). The message is encoded by communicator and decoded by receiver for the comprehension to be achieved. Then communication is said to be taking place. Every time when two or more individuals 'talk' to one another, it is not necessary that communication is taking place. While there are many factors that govern the effectiveness of communication, a common perception is a necessary precondition for meaningful communication between individuals. What is perception? What is it all about? For example, when we look at a thing or a person or at a scene, our mind picks up only a part of what we see, colors it in the light of experience and interprets it for us. Then we take (perceive) it. So what we often see is a subjective world, not an objective reality. Looking at the same thing, you and people might perceive it differently and therefore react very differently. Perception is such a funny thing that it makes you see what you 'want' to see. You may hear what you 'want' to hear. It is said that "meanings are in people but not in words (Berlo). Perception is a tricky mental phenomenon. Cultural, ethnic and family background largely influences ones perception. In extension process, when the extension workers do not share a common perception with people, it is likely that either of them get wrong signals from the other. This leads to biased understanding and prevention of any fruitful communication to take place. There is, therefore, a strong need to share peoples' perception to appreciate problems from their point of view by approaching them. To understand this phenomenon, an example from animal husbandry extension is given in the following Box

Dung Animal Vs Milk Animal - A Case in Farmers' Perception

Not long ago there was an animal production specialist who visited a dry place. He surveyed the local dairy situation and felt that promoting crossbred cows would be a suitable activity for the development of small farmers for whom crop agriculture was not a paying proposition. He reasoned that even half an acre of land put to fodder production will help the farmers raise two milch animals. His on-station research in the past has shown him that fodder ensured, good cows give about 7-8 liters milk a day. He then set out to sell his idea to the farmers in the area. In a farmers event meet, he spoke and claimed that improved cow would give ten times the milk of their local buffalo. Then, came the question from the farmers, "Sir will your improved cow give ten times the dung of my local buffalo?" The specialist was speechless.

Implications: Given their dry farming situation, for farmers manure is more important than milk, without manure their food production and survival are threatened. They have a good dung animal - local buffalo and they felt it is risky to replace it with a milch animal - improved cow.

Source: ISPA, Animal Husbandry Department, Hyderabad.

1.6.1 Open Ended Questions

Because of the professional training as a development worker, you are likely to air out your opinions and advices more, than eliciting peoples' raw experiences.

This discourages them to come out with their natural response and there is a possibility that communication may stop. To obtain information, we use three types of questions in our routine life:

- Leading questions
- Open questions
- Direct questions

Leading questions are those that are suggestive of the answers to be given. These are mostly used in personal life and do not yield information beyond ‘yes’ and ‘no’.

Open ended questions do not give a lead, therefore are likely to elicit more and unbiased information from others.

Direct questions are those which you ask to get information from people on specific points like: How many houses have electricity connection in this village?

During discussions with people you must as much as possible, enquire open ended. Conventionally, extension training programmes and people directed events end up as platforms for development functionaries to disseminate developmental interventions. By practicing active listening, probing and open ended communication, you successfully achieve a dialogue with the people. Otherwise it tends to be a monologue which does no good to anybody.

To make you understand the difference between leading and open ended questions, a small example from livestock development sector is given in the following Box

Open Ended Communication

A farmer purchased a dairy animal and you happened to visit him. The farmer has shown his animal to you with enthusiasm. If you were asked to select a milch animal, may be you would consider the udder size, animal condition, scientific scorecard etc., as criterion. Now you want to know how the farmer has selected this animal. How do you ask him? If you ask him’ “the udder size impressed you, is it not?” It is a leading question and is likely to lead the farmer to talk of the udder while it may not be the basis for selection. More than that, certain farmers have the tendency to conform to your ideas when asked in a leading style. Therefore the safe bet will be to ask “on what basis you have selected the cow”? (Open-ended). Then you would stand to gain by knowing about farmers’ expertise or criteria in selecting a cow.

Implications: Through open ended questions, actual reasons behind a practice are likely to emerge as feedback. Further, open end questions can be used in interviews or conversations with people irrespective of the topic of discussion.

Source: ISPA, Animal Husbandry Department, Hyderabad.

Activity 3 : Visit your nearest development department and observe how development workers communicate to people in a participatory way. Write your observations.

.....

Note: a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Based on your understanding of the above section, write three open ended questions related to any development work.

.....

.....

.....

.....

.....

1.7 LET US SUM UP

In this unit, we started by looking at the meaning, nature, functions and process of communication and understood that through communication two or more people exchange ideas, facts, feelings, impressions, and the like in a manner that the receiver gains a clear understanding of the meaning, intent and use of the message. We also examined the key problems and critical factors in communication and realized that communication is a two way process. Later, we examined in detail the basic elements of the communication process and participatory communication and noticed that, the success of development programmes directly depends on the transfer of helpful information using different elements of communication process to the people.

1.8 KEY WORDS

- Communication** : Exchange of facts, ideas, opinions or emotions by two or more persons in ways that each gains a common understanding of the meaning, intent and use of messages.
- Communicator** : The source of message and initiates the process of communication.
- Message** : Content aspects of educational change that is assumed to be desirable in development.
- Channels** : Physical bridges / transmission lines used for carrying messages.
- Treatment** : The treatment aspect of the message deals with how to send the message through channels with maximum probability of reaching their intended destination effectively.
- Audience** : Audiences are the intended end-users / beneficiaries of the messages.
- Feedback** : Is the indication how well your message has been received in a way you intended.

Mass Communication : Various means by which individuals and entities relay information to large segments of the population all at once through mass media.

Barriers/Noise : Anything that distorts meaning including language and perceptual differences as well as physical interference during communication.

1.9 REFERENCES / SELECTED READINGS

The following resources were used in writing this unit.

Dhama, O.P. and Bhatnagar, O.P. *Education and Communication for Development*. 2007. Oxford and IBH Pub.Co.Pvt. Ltd

GFRAS. (2017). The New Extensionist Learning Kit. Thirteen Learning Modules for Extension Professionals. Lausanne, Switzerland, Global Forum for Rural Advisory Services GFRAS.

ISPA - Indo Swiss Project Andhra Pradesh (Year) , Learning Material, Directorate of Animal Husbandry, Hyderabad.

Leagans, J.P. 1961. The Communication Process. In: *Extension Education in Community Development*, Directorate of Extension, Ministry of Food and Agriculture, Government of India, New Delhi.

Rogers, E.M. (2003). *Diffusion of Innovations*, 5th Edition, Free Press, New York.

Roling, Niels (1988). *Extension Science - Information Systems in Agricultural Development*, Cambridge University Press, Cambridge, UK.

Suvedi M., and Kaplowitz M.D. (2016). Process Skills and Competency Tools – What Every Extension Worker Should Know – Core Competency Handbook. Urbana, IL, USAID-MEAS.

Van den Ban, A.W and Hawkins, H.W. (1996). *Agricultural Extension*, 2nd Edition, Blackwell Science, London.

1.10 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check Your Progress 1

- 1) The three phases in communication are: expression, interpretation and response.
- 2) Development support communication is the systematic utilization of appropriate communication channels and techniques to increase people's participation in development and to inform, motivate, and train them mainly at the grassroots level.

Check Your Progress 2

- 1) Yes. Communication plays a key role in acquiring knowledge by extension beneficiaries. Overall communication serves information, command / instruction, influence / persuasive and integrative functions in development.

- 2) a) Written Communication : Reply letter from an extension worker
 - b) Spoken communication : Talk / lecture in a training programme
 - c) Group communication : Demonstration in a training programme to a group of participants
- 3) Communication is the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning, intent and use of messages. Development communication is the application of existing communication technologies and media to the problems of development.

Check Your Progress 3

- 1) The important factors are: Communication is limited by one's concept of the communication process; Communication is a two way process; One must have ideas before communicating with others; Use of symbols; Cultural values and the social organization are determinants of communication; Environment influence and; Evaluation is necessary to improve communication.
- 2) Yes. I agree that communication is a two way process always involving interaction between those who are aspiring to communicate (extension worker) and the receiver (people).

Check Your Progress 4

- 1) i) *Communicator* – Source and sender of message and initiates the process of communication.
 - ii) *Message / content* - Information, you wish your audience to receive, understand, accept and act upon.
 - iii) *Channels of communication* - Transmission lines used for carrying messages to their destination.
 - iv) *Treatment of message* - Deals with how to send the message through channels with maximum probability of reaching their intended destination effectively.
- 2) While you are giving a lecture on MNREGA the following elements are involved
 - i) Communicator - Rural development extension worker
 - ii) Message / content - Importance of *Grama sabha* in identifying works under MGNREGA
 - iii) Channels of communication- Direct lecture with audio-visual aids
 - iv) Treatment of message - Minimizing technical words, giving examples from their own settings etc.
 - v) The audience - Members of village panchayat
 - vi. Response of the audience - Questions from the panchayat members on division of MNREGA funds for various works, labour charges etc.

- 3) Goal of audience response is to get confirmation of message. This is the terminal element in the communication process. Response by audience to messages received is in the form of action to some degree, mentally or physically. Action, therefore, should be dealt with as an end, not as means. In communication, feedback is more difficult and yet it is very important because effective communication includes feedback. It is an indication how well your message has been received in a way you intended.
- 4) Barriers come in the way of communication.
 - i) Physical barriers : loud noise from a near by factory
 - ii) Psychological barriers: pre-conceived attitudes on developmental programmes
 - iii) Cultural or linguistic barriers: language
 - iv) Mechanical barriers: whistling microphone, and loudspeakers

Check Your Progress 5

- 1)
 - i) On what basis you have selected the MGNREGA works in the village?
 - ii) What are the constraints in implementing MGNREGA programme?
 - iii) What suggestions do you offer to District Panchayat Officer on effective implementation of MGNREGA?